

**THE EFFECT OF USING SMALL- GROUP DISCUSSION
STRATEGY IN IMPROVING THE SECOND YEAR
STUDENTS' SPEAKING SKILL OF ISLAMIC
BOARDING SCHOOL DAARUN
NAHDHAH THAWALIB
BANGKINANG**

Thesis

Submitted to Fulfill One of the Requirements
For the Undergraduate Degree in English Education
(S.Pd.)



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PEKANBARU
1431 H/2010 M**

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ABSTRACT

Sukmawati, 2010, The Effect of Using Small- Group Discussion Strategy In Improving The Second Year Students' Speaking Skill of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang.

The difficulties of Speaking English experienced by the second year students at Daarun Nahdhah Thawalib Bangkinang were required to be overcome. The teacher was strongly supposed to change the previous strategy of teaching speaking for better improvement by implementing Small group discussion. It was proven with the low result of speaking English well and ineffective speaking technique used previously.

The purpose of this research was intended to know the effect of small – group discussion strategy in improving the second year students' speaking skill at Daarun Nahdhah Thawalib and factors influencing the student's speaking skill with the implementation of small- group discussion strategy through an experimental research.

Having analyzed and calculated the data from the test. The result of this research showed that (1) Small group discussion strategy strongly gave significant effect to improvement of the second year students; speaking skill at Daarun Nahdhah Thawalib Bangkinang shown with the null hypothesis is rejected because t is higher than t table at 5% or 1% ($2,65 < 2,75 > 2,00$). (2) factors influencing the second year students' speaking skill with the implementation of small group discussion strategy consisted of role of teacher in classroom management, turn-taking system, negotiation of meaning. In conclusion, small group discussion strategy is an effective way in improving speaking skill.

ABSTRACT

Sukmawati, 2010 Keefektifan Penggunaan Strategi Diskusi Kelompok Kecil Dalam Meningkatkan Kemampuan Berbicara Siswa Dikelas Dua Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang.

Kesulitan berbicara bahasa inggris yang dialami oleh siswa kelas dua Daarun Nahdhah Thawalib Bangkinang harus ditanggulangi guru sangat diharapkan bisa mengubah strategy pengajaran berbicara sebelumnya untuk perubahan yang lebih baik dengan menerapkan strategi diskusi kelompok kecil ini telah dibuktikan dengan rendahnya perolehan hasil t-test berbicara siswa yang ditandai dengan ketidakmampuan berbicara bahasa inggris dengan baik dan tidak efektifnya tehnik berbicara sebelumnya

Tujuan Dari Penelitian Ini Betujuan untuk mengetahui keefektifan strategi diskusi kelompok kecil untuk meningkatkan kemampuan berbicara siswa pondok pesantren Daarun Nahdhah Thawalib Bangkinang dan faktor yang mempengaruhi kemampuan berbicara siswa dengan menerapkan strategi diskusi kelompok kecil melalui uji coba penelitian

Analisa dan kalkulasi data diperoleh dari tes hasil penelitian ini menunjukkan bahwa (1) strategi diskusi kelompok kecil sangat jelas menunjukkan pebgaruh yang sangat signifikan terhadap peningkatan kemampuan berbicara siswa kelas dua di Daarun Nahdhah Thawalib Bangkinang, di tunjukkan Nul hipotesis yang di tolak karena t lebih tinggi dari t-table 5 % maupun 1% ($2,65 < 27572,00$) (2) faktor yang mempengaruhi kemampuan berbicara dengan penerapan strategi kelompok belajar kecil tak lepas dari pengaturan kelas, sistem member dan menerima, membahas arti kesimpulanya strategy diskusi kelompok kecil adalah sebuah cara yang efektif dalam meningkatkan kemampuan berbicara.

الملخص

سوكماواتي (2010): فعالية استعمال استراتيجية المناقشة الصغيرة في ترقية قدرة التكلم
لتلاميذ الفصل الثاني من المعهد دار النهضة طواليب بانكيناغ

صعوبة التكلم باللغة الإنجليزية الذي شعرها تلاميذ الفصل الثاني من المعهد دار النهضة طواليب بانكيناغ لابد أن يحلله من قبل المعلم يرجي أن يقدر على تغيير الاستراتيجية التعليمية من قبل تغييرا حسنا بتطبيق استراتيجية فرقة المناقشة الصغيرة, هذا الحال مؤكد من انخفاض حاصل اختبار تكلم التلاميذ المعلوم من عدم قدرة التكلم باللغة الإنجليزية حسنا مع قلة فعال تقنية التكلم من قبل.

غرض هذا البحث يقدم لمعرفة فعالية استراتيجية فرقة المناقشة الصغيرة لترقية قدرة التكلم لتلاميذ المعهد دار النهضة طواليب بانكيناغ و العوامل التي تؤثر قدرة تكلم التلاميذ بتطبيق استراتيجية فرقة المناقشة الصغيرة من خلال تجربة البحث. التحليل وحساب البيانات محسولة من الاختبار. يدل حاصل البحث أن (1) استراتيجية فرقة المناقشة الصغيرة يدل ظاهرا تأثيرا هاما إلى ترقية قدرة التكلم لتلاميذ الفصل الثاني بمعهد دار النهضة طواليب بانكيناغ, يدل من نول الفرضية كانت مرفوضة لأن t أكبر من t الجدول منهما في 5 في المائة أو 1 في المائة ($2.65 > 2.757 > 2.00$). (2) العوامل التي تؤثر قدرة التكلم بتطبيق فرقة المناقشة الصغيرة لاتخلو من تنظيم الفصل, طريقة الإعطاء والقبول, البحث عن المعنى. الاستنباط من استراتيجية فرقة المناقشة الصغيرة هي طريقة فعالية في ترقية قدرة التكلم.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Speaking is the first manifestation of a language as well as the most frequently occurring medium in communicative acts. The existence of speaking as a communicative act is inseparable with the situations of social relationship and social expectation. These situations can obviously be seemed from the ways of people in proceeding, resulting, and responding statements or expressions in their interaction, related to what environments they are involved in. The interaction yielded in speaking not only involves a feedback and willingness on responses but also performs collaborative exchange of thought, feeling among people. In spite of as apart of the language skills, speaking is importantly considered to learn a long with important elements such as, grammar and structure, pronunciation, spelling, etc. All of the elements are valuable to improve the ability of students in learning speaking. Lado (1997: 108) stated, speaking ability can be defined as the ability to use in an essential normal communication, situation, and signaling system of pronunciation, stress, intonation, grammatical structure, and vocabulary of foreign language. Therefore, speaking is viewed as the most importantly considered skill to be taught in the teaching of English.

The teaching of English to students at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang has begun since the first Year until the third year. In teaching- learning process, the students have been taught some materials of English through genre method that consists of many kinds of English texts. Many

techniques and strategies are given by teacher to the students in order to make them understand, use and differentiate the genre texts, not only in written but also in spoken form. The statement above is also strengthened with the purpose of KTSP curriculum 2006 for English subject that prioritizes to help the students to develop four language skills: listening, speaking, writing, and reading. The existence of speaking as one of the important skills expected to be mastered by the learners at their teaching – learning process. Furthermore, the students of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang are also obligated to be involved in speaking activities in English day held on every Saturday such as debates, speech contest, and some games purposed to improve their speaking skill. Ideally, all techniques and strategies as well as speaking activities applied to the students are to help them speak English well. But what is expected is contrary to the reality. Most of the students are still poor in speaking. They still have some difficulties in speaking English. They tend to use Indonesian when they are studying English. They prefer choosing silent act to speaking English when they are learning English. In addition, preliminary research done by the writer to the second year students of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang showed unsatisfied result that most of the second year students of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang were still problematic in their speaking. The speaking problems experienced by the students can be itemized into the following symptoms:

1. Some of the students have difficulty expressing their ideas spontaneously.

2. Some of the students easily feel block minded to find ideas connected with the topic given.
3. Some of the students still lack vocabulary
4. Some of the students are still difficult to comprehend the topics in speaking.
5. Some of the students cannot afford to create more meaningful, natural conversation in English.

There is actually a way convinced as a solution of the students' speaking problem, called Small- Group Discussion strategy. This strategy is able to improve students' speaking skill. Nunan (1999: 84) explained that learners working in small group and pairs become skilled at co-operating with others and express /their own opinions, ideas, and feeling guided by the teacher.

Based on the problems above, the writer is interested in conducting a research entitled: **The Effect of Small- Group Discussion Strategy In Improving The Second Year Students' Speaking Skill of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang**

B. The Definition of The Term

To avoid miss understanding and miss interpretation of this research, the definition of term is importantly viewed to give clarification.

1. Definition of Effect

Effect is having an effect that is able to bring about result intended.

Hornby (1973 : 318)

Effect meant in this research is positive effect resulted by implementing small- group discussion strategy to the students' speaking skill.

2. Definition of Small- Group Discussion

Small- Group Discussion is a strategy used in teaching- learning process that the students in classroom are divided into two or three groups, no more than five persons per- group in doing a whole exercises discussed in small group and comment on what they notice, hear, read that they agree or disagree with. Richards, C. J, Long, H. M (1987: 203}

Small- Group Discussion meant in this research is a strategy used by the researcher to improve the second year students' speaking skill at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang.

3. Speaking Skill

Brown, G. Yule (1983) stated, speaking skill is the capacity a speaker to tell something well to other persons, as his listener in speaking, thereby the listener can catch or understand the oral communication, could run smoothly. The speaker expresses his needs and communicates information at least in short burst.

Speaking skill meant in this research is the ability of the second year students in speaking English at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang

C. Research Problem

1. The Identification of the Problem

- a. What difficulties are experienced by the students to express their ideas spontaneously?
- b. Why are the students easy to feel black minded to find ideas connected with title given?
- c. What causes the students lack vocabulary?
- d. What factors make the students difficult to comprehend the topics in speaking
- e. Why are the students unable to create more meaningful, natural conversation in English?
- f. What causes the students reluctant to speak in English.

2. The Limitation of the Problem.

This research is done to know the effect of using small- group discussion strategy to students' speaking skill. Because of consideration of fund and limited time, the writer only focuses on the effect of using Small- Group Discussion strategy in improving the second year students' speaking skill in accordance with the title.

3. The Formulation of the Problem

- a. How is significant effect of small- group discussion strategy in improving the second year students' speaking skill at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang?
- b. What components is mostly influence the second year students' speaking skill of Islamic Boarding School Daarun Nahdah Thawalib Bangkinang

D. Reasons for Choosing The Title

- 1) This title is relevant with the writer as a student of English education department.
- 2) This research can be conducted because the topic and the place of research are favorable for the writer.
- 3) As far as the writer knows, this topic has never been researched yet.

E. The Objective and The Need Of The Research

1. The Objective of the Research

Based on the formulation of problem previously, there are two objectives that will be reached in this study as follows:

- a. To find out the effect of using Small- Group Discussion strategy in improving the second year students' speaking skill at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang.
- b. To find out the component is mostly influence the second year students' speaking skill of the application of Small- Group Discussion strategy.

2. The need of the Research

After conducting this research, the writer hopes:

- a. The students can improve their speaking ability of both accuracy and fluency.
- b. Find out the factors causing the students' difficult to express their ideas in speaking.
- c. To give contribution to English educators in varying teaching technique especially in speaking course.
- d. To add references for next other researches coming up and having the same problem.
- e. To complete the requirement intended to finish the writer's study program at English education department of Tarbiyah and teacher's training faculty of UIN Suska Riau.

CHAPTER II

THE THEORETICAL FRAMEWORK

A. Theory of Small- Group Discussion

The difficulties experienced by most of the learners in speaking have been a curious and hard duty for speaking teachers to find the appropriate strategies in applying various techniques of teaching speaking. They frequently suppose that the failure of teaching speaking will be a consideration or good lesson to find and to develop more strategies purposed to improve students' speaking skill. Of course, all purposes of teaching speaking are inseparable with the goal that will be achieved in teaching speaking.

There are still many learners who lose their moments while they are speaking. They easily feel block minded to what to say. Inability of expressing their ideas has emerged the reluctance and finally made them lazy to speak. Keeping silent in each speaking terms has indicated the worse condition that will burden the learners in speaking forever. This condition will be a question that should be answered by the speaking instructors as well as asking their qualification in teaching speaking. Basically, Instructor or teacher can help students develop speaking ability by verifying and trying new strategies and technique of the teaching of speaking. One of the strategies that can be applied to teach speaking is small- group discussion.

Richards, C. J, Long, H. M (1987: 203} defined Small- Group Discussion is a strategy used by the researcher to improve the second year students' speaking skill.

Grave (2001: 50) explained that dividing the student into small group is often helpful for number of reasons. First, it is generally easier to keep smaller group students of task that small group tend to facilitate direct instructional engagement for more students and for a longer period of the time. Second, small group allow the teachers to provide instruction designed to the students. Finally, small group allows more students to be actively involved in instructional activities.

1 The Advantages of Small- Group Discussion

As known that the goal of teaching speaking skills is a communicative efficiency that the learners are expected to be able to make them selves understand in using their current proficiency to the conversational interaction. In communicative model of teaching speaking, the teacher not only helps the students develop the body of language by providing practice but also provides the students for real life communication that encourages more them to express their ideas effectively and naturally obtained from language class room experience. One of the most important decisions the teacher will make in his classroom will be how to group students. Students can be grouped in variety ways for variety purposes, and working in groups can produce very positive results.

Nunan (1999: 84) explained that learners working in small group and pairs become skilled at co-operating with others and express their own opinions, ideas, and feeling guided by the teacher.

Small- group discussion is obviously bringing the students into the speaking atmosphere that is likely to be more conversation practice expected by the students to have opportunity to become themselves in the new language. They of course want to become enthusiastically and authentically involved. Moreover, they want to know that they are genuinely respected and treated as individuals by their teacher and their classmates.

Bassano, Christison (in Richards 1987: 201) stated, there are several advantages of small- group discussion as explained below:

- a. To develop in each individual a growing sense of commitment to the group.
- b. To develop trust and co- operation among group members.
- c. To develop group interaction techniques that facilitate fair interaction

Participating in small- group discussion gives the students opportunities to learn how to interact with and build co-operation to achieve the goal. They speak out their ideas among them in order to find appropriate answer of what the problem they are discussing. They are able to control their errors in speaking without being shy to express one another.

Bruton and Samudra 1980 (in Nunan 1991: 51) claimed that learners in small- groups were capable of correcting one another successfully. In addition, Porter 1983, 1986 (in Nunan 1991: 51) found that learners do not produce more errors or learn each other's mistakes when working together in small group.

Learners perform the learning tasks through small- group discussion as a form of learners' activation that is of particular value in the practice of oral

fluency. It also fosters learners' responsibility and independence that can improve motivation and contribute to a feeling co- operation and warmth in the class.

Ur (1996: 232-233) stated, the success of small- group depends on some extents on the surroundings social climate, and how habituated the class is to use it; and also, of course, on the selection of an interesting and stimulating task within the ability of the group.

Small group seems to be an extremely attractive idea for a number of reasons. It emphasizes the opportunities to give students really to use language to communicate each other. When all the students in a group are working or speaking to produce that it is a communication form made importantly co-operating among them. Students will be teaching and learning in the group performing the self- reliance that is impossible found in the traditional teaching.

Dobson (1981: 62) stated that small- group discussion is an excellent way to give students opportunities to speak English.

Furthermore, Hammer (1983: 207) explained that there is a grater chance that a member of the small group discussion will at least be able to solve a problem when it arises, and working in group is potentially more relaxing than working in pairs.

2 Preparing Small- Group Discussion

Selecting group members of small- group discussion is frequently becoming a problem for teacher. A lot teachers form group members by selecting the weak and the strong students mixed into one group or dividing them based on

their sequence of attendance list that causes the discussion done by the group not running well. The consideration of grouping the students into small- group is to make and help all the students involved active in their own speaking. Good selection is a priority considered to found the expected result. Yet, it is not a big problem for the teachers if they have already known about their students' ability. It is also not a handicap to apply small- group discussion in their class. Taylor, Pearson, Clark, and Walpole 1999 (in Grave 2001: 51) claimed more effective teacher tend to use of small group than less effective teachers.

Grave (2001 : 52) stated that there are important factors to consider when deciding how to group students:

- a. your general instructional objectives
- b. your specific objectives for individual children
- c. your students' individuals strength
- d. students' abilities to work with others in the group
- e. the number and types of groups you can successfully manage
- f. the provision that no students be consistently assigned to the low group

Dobson (1981: 62- 63) explained, discussion strategy for use in small- group discussion are outlined as follows:

- a. Divide the class into small- group of three to six students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group write down these points as they emerge from discussion by group members.

- b. Allow the groups to discuss their respective topic for at least 10 minutes.

When group member have finished their discussion, they should elect a spokesman who will report on the group collective thoughts to entire class.

- c. Call on the spokesman of one of the groups. After he gives a short presentation (five minutes or so), class members should question him or anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the group.

- d. Follow the some procedure with the remaining groups until all groups have given their presentation.

After the group member had read these selection (each student should have one copy) they can list the main ideas and discuss why they agree or disagree with the view points expressed in the selection. A spokesman can then address the entire class by summarizing the selection and describing the group's reaction to it. You can generate further discussion of the topic at this point by asking other class members to give their view on the subject.

3. Speaking Skill

Speaking develops naturally and early in a language as the first manifestation, used by human in communication. Further more, speaking is a means connecting people in social relationship and social expectation. Speaking or conversation for learners is sometimes regarded as a source of relief form and

more serious language work, enabling them to help develop communicative ability.

Littlewood, W (1981 : 47) stated, speaking can perform in helping develop communicative ability:

- a. It opens up a rich stimulus for communicative interaction, namely the varied experiences, interest, and opinions of the learners.
- b. It thus provides a context for a wide range of communicative function and domain of meaning learners must practice the skills required for managing longer session of social interaction such as introducing a new topic, turn-taking or sustaining the conversation through difficult process.
- c. It provides learners with opportunities to express their own personality and experience in using the language as means of handling their own social relationship.

The success of speaking learning cannot be separated with the some factors in learning language as explained by Edge, J (1993: 3) factors that will probably influence the success of learners in learning language:

- a. They have positive attitude about the language, they want to learn and about speakers of that language.
- b. They have a strong personal motivation to learn language.
- c. They are confident that they will be successful learners.
- d. They are prepared to risk making mistakes and they learn from their mistake that they make.
- e. They operate their own practice of language.

In the implementation of small group discussion, the students are optimally expected to be able to improve their ability in speaking. They, of course, need the important supporting guidance, concerning to the improvement of their speaking ability so that, what is expected in this concern can be achieved.

There are some factors that will influence the students' speaking ability of the implementation of this strategy. They are:

- a. The students' attitude toward word and strong interest

Mayer 1993 (in Walter 2004: 4) explained that students' perception is a prior stage to mastery. Then, if the students have positive perception to what they learn, they tend to copy the strategies and finally apply them.

Moreover, Nunan, D (1991: 174) said, sheer determination and motivation to learn language.

- b. The vocabulary mastery.

According to Grave, F, M (2001: 129) student who develops large and precise vocabulary shows a keen interest in word and how they use the word.

- c. The role of teacher

Teacher gave us such important information that assist student in learning some words, improve comprehension of selection from which the words are taken, and shows students the value that the teacher place in words. In addition, the teacher also promotes activities leading to word consciousness because only if students are interested in words, value them and find them intriguing are likely to develop and enrich vocabulary. Grave, F.M (2001: 205).

In addition Nunan, D (1991: 174) said, resourceful teacher who provided investing ideas and background and explanation.

d. Motivation

Motivation is the vital success of learning foreign language. In encyclopedia America points out, motivation is a branch of psychology concerned with understanding the activation, organization, and direction of behavior.

e. Dictionary aid

Dictionary is also one of the factors that influence students in increasing their speaking ability because it gives information about words. Clark, Zimmer, Steward (1985: 57) stated that every dictionary shows the spelling, word division, and meaning or meaning of each word intend.

4. Test of Speaking

To know the success of students' speaking ability, there are two kinds of assessments to measure it, as explained by Ellis, G. Sinclair.B (1989: 72) you can assess your speaking, firstly, you are going to focus on accuracy on your fluency or both.

Focusing on accuracy:

- A. Vocabulary
- B. Grammar
- C. Style
- D. Pronunciation of sound
- E. Stress
- F. Intonation

Focusing on fluency:

In this case, it is not concerned with assessing the correctness of specific points, but with the general effect of spoken English.

A. Meaning

B. Spontaneity

Moreover, Harris (in Julia Fitri 2007: 17) stated that to measure the components of speaking theoretically, there are typical scale that each component has a set of qualities (level) to be rated and a series of possible rating. Here is sequence the rating of speaking:

Table1I.1

The classification of speaking ability

NO	Level	Category
1	Level 5	Excellent
2	Level 4	Very Good
3	Level 3	Good
4	Level 2	Fair
5	Level 1	Bad

B. The Relevant Research

There are some relevant research findings that had been done by other researchers about the use of small- group discussion strategy.

Sanusi (2007), the title of this research is “the effectiveness of using small group discussion strategy in improving students speaking skill of second semester of English Education Department at UIN Suska Riau.

He conducted an experimental research to second semester of Islamic University students in Pekanbaru Indonesia. Data were collected from oral pre test and post test to control and experimental class. The result showed that each of the strategy of small group discussion has significant positive effect on students speaking skill proved with the increase of student’s speaking creativity in experimental class compared with the control class. Further more, this technique was able to stimulate and encourage the students to develop their ideas in speaking. The similarity found by the researcher in this research is the same strategy used in teaching students

Kurniawan (2007) the title of this research is “An investigation of the Effectiveness of implementing Small group Discussion Strategy in improving students’ motivation in learning English at SMA N 2 Benai for high attention, enthusiastic, creativity.

He also conducted an experimental research to the second year students of Sma 2 Benai. Data collected was through perception questionnaire and perception interview, and satisfaction survey results to the experimental class and control class. Result found that learners’ motivation of experimental class surprisingly increased compared with control class after given treatment to work in small group discussion in learning English.

The similarity found by the researcher in this research is also the same strategy used in teaching students. The difference found this research is that this research is also experimental one, not an action research focusing on the students' motivation improvement through the implementation of small-group discussion strategy.

Dedy Chandra (2008), title of this research is the effectiveness of using small-group discussion strategy in improving students conducting an experimental research to SMA N 5 Pekanbaru that he found that Small-group Discussion is able to improve the second year students' ability in performing drama script more confidently.

The researcher found that activities of Using Small group discussion really emphasized the performance of students' drama in improving their speaking skill. Results were got from their English referring to speaking skill tests for pre-test applied to the students in both experimental class and control class. It strongly proved that the students skill through drama performance with the small group discussion treatment compared with control class.

The similarity found by the researcher in this research is also the same strategy used in teaching students. The difference found this research is this research is also experimental one, not an action research focusing on the students' drama performance improvement through the implementation of small group discussion strategy.

Martin, L (2002), the title of this research is” Small Group Interaction among native English speaking and non native English learners in teacher training context”

This study focuses on the problem faced by international students studying abroad at English speaking universities. Particularly, it looks at the difficulties Asian students having in Small group work activities and offers some recommendation on how these can be overcome. This journal also explains the attempting to identify some of the factors that discourage non native English students from participating in small-group discussion

The researcher finds the similarity to her research in using small-group discussion strategy. The difference found that this research focuses on Group interaction among native English speaking and non native English learners in a teacher training context.

C. The Operational Concept

Operational concept is the concept used for giving an explanation about theoretical frame work to avoid misunderstanding about research. In this research, there are two variables; they are (1) the effect of using small- group discussion strategy as X variable and (2) students’ speaking ability as Y variable. Because the type of this research is experimental research, the writer states to use two classes to observe as: experimental and control classes. The data will be taken by using the test. Furthermore, the writer is also as the teacher involved in teaching the students in both experimental and control classes during her research time. For

experimental class, the students will be taught and treated with the application of small- group discussion strategy in teaching speaking and for control class, the students will be taught with usual techniques, frequently used by their teacher. Yet, the materials taught to both experimental and control classes are of course the same. The difference is only the use of technique. All of the techniques applied are for students' speaking ability.

1. Indicators of the implementation of small- group discussion strategy for experimental class.

A. Experimental Class

1. The teacher gave the interesting topics taken from their text book, and also Based on their syllabus.
2. The teacher divided the students into small- groups that consist of three, four, or five members.
3. The teacher asked each group to discuss and speak out the topic given among them.
4. The teacher asked each group to present about what result they get from their small- group discussion in the front of the class
5. The teacher finally evaluated the students' speaking skill after given treatment of small- group discussion strategy at the end of the research based on speaking aspects assessment.

B. Control Class.

Control class is one of the classes in experimental research used to look at the different results from the experimental class in applying a technique, strategy,

way, method of a research. This class will be served by using the usual technique, of course different from the experimental class. The materials and the purpose of the teaching are the same. The results obtained in both experimental class and control class will be a consideration for researcher to look at the successful or unsuccessful strategy applied to the students.

2. The indicators of speaking skill

1. Pronunciation

Table II.2
Pronunciation

Score	Requirements
5	has few traces of foreign accent
4	always intelligible, though one is conscious of a definite accent
3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
1	Pronunciation problems so severe as to make speech virtually unintelligible.

2. Grammar

Table II.3
Grammar

Score	Requirements
5	Making few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and or word order that do not. However, obscure meaning.
3	Makes frequent errors of grammar and word that occasionally obscure meaning.
2	Grammar and word order make comprehension difficult. Must often rephrase sentences or restrict him/ her to basic pattern.
1	Error in grammar and word order so severe as to make speech virtually unintelligible.

3. Fluency

**Table II.4
FLUENCY**

Score	Requirements
5	Speech as fluency and effortless as that a native speaker.
4	Speed of speech seems to be slightly affected by language problem.
3	Makes frequent errors of grammar and word that occasionally obscure meaning.
2	Usually hesitant; often into silence by language limitation.
1	Speech is also halting and fragmentary as to make conversation virtually.

e. Vocabulary

**Table II.5
Vocabulary**

Score	Requirements
5	Use of vocabulary and idiom is virtually that of a native speaker.
4	Sometimes uses inappropriate term and or must rephrase ideas because of lexical inadequate vocabulary.
3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
2	Misuse use of word and very limited vocabulary make comprehension quite difficult.
1	Vocabulary limitations as extreme as to make conversation virtually impossible.

5. Comprehension

**Table II.5
Comprehension**

Score	Requirements
5	Appears to understand every without difficult.
4	Understanding nearly everything at normal speed although occasionally repetition may be necessary.
3	Understanding meet of what is said at slower than normal speech with repetition.
2	Having great difficult following what is said, can comprehend only social conversation, spoken slowly and with frequently repetition.
1	Unable to be said to understand even simple conversation English.

Table II.6
Category and Score Of Speaking

Category	Score
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

The collect the data, the speaking result was evaluated by concerning five components and each component has score or level. Each component has 20, the highest score and the total all of the components is 100. The specification of the test can be seen the table below:

TABLE II.7
THE SPESIFICATION OF TEST

No	Speaking Components	The High Score
5	Pronunciation	20
4	Grammatical	20
3	Fluency	20
2	Vocabulary	20
1	Comprehension	20
	Total	100

D. The Assumption and Hypotheses

1. The Assumptions

In this research, the researcher assumes that both the students in experimental class and control class have different result. The students who are taught by using Small- Group Discussion strategy will have better ability than the students who are not taught by using Small- Group Discussion strategy.

2. Hypotheses of this research are:

1. There is significant effect of using small- group discussion strategy to improve students' speaking ability. (Ha)
2. There is no significant effect of using small- group discussion strategy to improve students' speaking ability. (Ho)

CHAPTER III

RESEARCH METHODOLOGY

A. The Design of Research

The type of this research is experimental research intended to find out the effect of small- group discussion strategy in teaching speaking. In this research, the researcher used two groups as samples that one was called experimental group administered by using small- group discussion strategy and another was the control group administered without the use of small- group discussion strategy. However, the materials given and purpose of the research to each group were the same.

There were two kinds of test given in this research; they were pre- test given before the treatment and post- test given after the treatment.

According to Sumardi Suryabrata in Yushal (2005 : 31) the type of this research can be designed as follows:

Table III.1

The Research Design

Group	Pre- test	Treatment	Post- test
E	Y1	X	Y2
C	Y		Y 2

Where:

E = Experimental group

C = Control Group

- Y1 = Pre- Test to Experimental Group and Control Group
- X = Receive the treatment using small- group discussion strategy
- Y2 = Post- test to Experimental and Control Group

B. The Location and Time of the Research

This research was conducted at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang. The length of teaching activities was eight times of meeting 2010.

C. The Subject and Object of the Research

The subject of this research was the second year students of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang, while the object of this research was the effect of using small- group discussion strategy in improving the second year students' speaking skill.

D. The Population and Sample of the Research

The population of this research was 113 students, consisted of three classes. The researcher necessarily took samples from two classes as control and experimental class by using cluster sampling that each class consisted of 39 students.

Table III.2

Population and Sample Of This Research

NUMBER	CLASS	FEMALE	MALE	TOTAL	SAMPLE
1	XIA	14	10	34	As experimental class
2	XIB	29	10	39	As Control class
3	XIC	20	18	38	

E. The Instrument of Data Collection

To obtain data from the samples of this research, the researcher used a technique. It is:

1. Classroom Observation

Commonly, classroom observation is the way to organize and control the student behavior, movement and interaction by the teacher or the investigator. Pertaining the statement above, Richard, C. J (1992 : 52) stated that classroom observation includes procedures for grouping students for different types of classroom activities.

All teaching activities were designed to help the researcher in doing procedures of small- group discussion strategy in classroom controlled by classroom observer.

2. Test

The test consisted of pre- test and post- test given to measure the students' speaking ability of both control and experimental classes. The pre- test was administered for both classes before the treatment or implementation of small-

group discussion strategy for experimental class. At the last, the post- test was given for both experimental and control class that the experimental class had already been treated with small- group discussion strategy.

F. The Data Analysis Technique

To analyze the collected data, the researcher established some categories to classify the result of the test as a main instrument of this research, adopted from Arikunto (1993 : 210), I also gave classification the score range as follows:

Table III.3

Score classification

NUMBER	SPEAKING TEST SCORE	PROBABLE CLASS PERFORMANCE
1	80 – 100	Excellent
2	66 – 79	Good
3	56 – 65	Average
4	40 – 45	Poor
5	30 – 39	Very poor

In order to get the description of the students' speaking ability of the implementation of small- group discussion strategy, the writer uses statistical formula as follows:

$$S = \frac{\sum R}{N} \times 100\%$$

S = Individual score

R = Right answer

N = number of item

100 = standard mark

(Harahap, 1982:184)

This research is a quasi-experimental research. In this case, there are two classes. To analysis the data, the researcher uses independent sample t-test. It happens because this research compares two groups (experimental and control group) with the different technique in teaching and learning process. In experimental group, English is taught by using small group discussion, however in control group, English is taught without using small group discussion. Therefore, before and after teaching English by using group learning activities, the researcher uses a statistically significant difference in using correct sentences in speaking skill between the students taught by using small group discussion and the students taught without using small group discussion.

The formula is

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where to : the value of t-obtained

M_x : Mean score of Experimental sample

M_y : Mean score of control sample

SD_x : The standard deviation of experimental group

SD_y : The standard deviation of control group

N : the number of students

$$M_x = \frac{\sum fx}{N} \quad SD_x = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$M_y = \frac{\sum fy}{N} \quad SD_y = \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy}{N}\right)^2}$$

(Hartono, 2006)

The t-table is employed to see whether there is a statistically significant difference between the mean score of both experiment and control class. The T-obtained value will be consulted with the value of T-table as degree of freedom.

$$df = (N_1 + N_2) - 2$$

Statistically hypothesis:

$$H^o = t^o < t \text{ Table}$$

$$H^0 = t^0 > t \text{ Table}$$

Criteria hypothesis

1. H^0 is accepted if $H^0 = t^0 < t$ table or can be said that there is no statistically significant difference between the students taught by using small group discussion and the students taught without using small group discussion.
2. H^0 is accepted if $H^0 = t^0 > t$ table or can it be said there is a statistically significant difference in speaking English between the students taught by using group learning activities and the students taught without using group learning activities.

CHAPTER IV

DATA PRESENTATION

A. Significant effect of small- group discussion strategy in improving the second year students' speaking skill at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang

The aim of this chapter is to know the effect of using small group discussion strategy in improving speaking skill of Islamic boarding school Daarun Nahdhah Thawalib Bangkinang. The data of this research were the score of the student's post test. Before giving post test, the writer gave pre test to all of the population in both experimental class and control class. The result found in the test in both class VIa and VIb had no different score significantly.

In giving post test to the experimental and control class, the speaking test consisted of sixteen situations. The result of speaking test was evaluated by concerning five components, namely: accent, grammar, fluency, vocabulary and comprehension that each component had its own score.

The total score of post- test for both groups is significantly different, the total score of experimental groups is 2004 with 34 students, in which the highest score is 78 and the lowest score is 40. The total score of control class is 1979 for 39 students, in which the highest score is 72 and the lower score is 38. The further information of the students' speaking skill had already been itemized.

**B. Which component is mostly influence the student's speaking skill at
Islamic Boarding School Daarun Nahdah Thawalib Bangkinang**

To present the data of factors influencing the students speaking skill by implementing small group discussion strategy can be seen into the tables regarding the frequency distribution of each observation that the writer did for eight observations of experimental group about using small group discussion strategy in speaking class.

Table 1V.1

The Observation of the Use of Small Group Discussion

IN THE CLASSROOM

Day/Date : Tuesday/April, 1st 2010

Observation : I

Class : Experimental class

NO	SUBJECT INDICATORS	ANSWER ALTERNATIVE	
		Yes	No
1	The teacher gives the interesting topics taken from their text book, and also Based on their syllabus.	√	
2	The teacher divides the students into small-groups that consist of three, four, or five members.	√	
3	The teacher asks each group to discuss and speak out the topic given among them.	√	
4	The teacher asks each group to present about what result they get from their small- group discussion in the front of the class	√	
5	The teacher finally evaluates the students' speaking skill after given treatment of small- group discussion	√	
	Total	5	

Known by the observer

GUSTINA S.Pd

Table 1V.2

The observation of the use of small group discussion
In the classroom

Day/Date : Saturday/April, 3th 2010

Observation : II

Class : Experimental class

NO	SUBJECT INDICATORS	ANSWER ALTERNATIVE	
		Yes	No
1	The teacher gives the interesting topics taken from their text book, and also Based on their syllabus.	√	
2	The teacher divides the students into small-groups that consist of three, four, or five members.	√	
3	The teacher asks each group to discuss and speak out the topic given among them.	√	
4	The teacher asks each group to present about what result they get from their small- group discussion in the front of the class	√	
5	The teacher finally evaluates the students' speaking skill after given treatment of small- group discussion	√	
	Total	5	

Known by the observer

GUSTINA S.Pd

Table 1V.3

**The observation of the use of small group discussion
In the classroom**

Day/Date : Tuesday/April, 8th 2010

Observation : III

Class : Experimental class

NO	SUBJECT INDICATORS	ANSWER ALTERNATIVE	
		Yes	No
1	The teacher gives the interesting topics taken from their text book, and also Based on their syllabus.	√	
2	The teacher divides the students into small-groups that consist of three, four, or five members.	√	
3	The teacher asks each group to discuss and speak out the topic given among them.	√	
4	The teacher asks each group to present about what result they get from their small- group discussion in the front of the class	√	
5	The teacher finally evaluates the students' speaking skill after given treatment of small- group discussion	√	
	Total	5	

Known by the observer

GUSTINA S.Pd

Table 1V.4

**The observation of the use of small group discussion
In the classroom**

Day/date : Tuesday/April, 15th 2010

Observation : IV

Class : Experimental class

NO	SUBJECT INDICATORS	ANSWER ALTERNATIVE	
		Yes	No
1	The teacher gives the interesting topics taken from their text book, and also Based on their syllabus.	√	
2	The teacher divides the students into small-groups that consist of three, four, or five members.	√	
3	The teacher asks each group to discuss and speak out the topic given among them.	√	
4	The teacher asks each group to present about what result they get from their small- group discussion in the front of the class	√	
5	The teacher finally evaluates the students' speaking skill after given treatment of small- group discussion	√	
	Total	5	

Known by the observer

GUSTINA S.Pd

Table 1V.5

**The observation of the use of small group discussion
In the classroom**

Day/date : Tuesday/April, 22th 2010

Observation : V

Class : Experimental class

NO	SUBJECT INDICATORS	ANSWER ALTERNATIVE	
		Yes	No
1	The teacher gives the interesting topics taken from their text book, and also Based on their syllabus.	√	
2	The teacher divides the students into small-groups that consist of three, four, or five members.	√	
3	The teacher asks each group to discuss and speak out the topic given among them.	√	
4	The teacher asks each group to present about what result they get from their small- group discussion in the front of the class	√	
5	The teacher finally evaluates the students' speaking skill after given treatment of small- group discussion	√	
	Total	5	

Known by the observer

GUSTINA S.Pd

Table 1V.6

**The observation of the use of small group discussion
In the classroom**

Day/date : Tuesday/April, 29th 2010

Observation : VI

Class : Experimental class

NO	SUBJECT INDICATORS	ANSWER ALTERNATIVE	
		Yes	No
1	The teacher gives the interesting topics taken from their text book, and also Based on their syllabus.	√	
2	The teacher divides the students into small-groups that consist of three, four, or five members.	√	
3	The teacher asks each group to discuss and speak out the topic given among them.	√	
4	The teacher asks each group to present about what result they get from their small- group discussion in the front of the class	√	
5	The teacher finally evaluates the students' speaking skill after given treatment of small- group discussion	√	
	Total	5	

Known by the observer

GUSTINA S.Pd

Table 1V.7

**The observation of the use of small group discussion
In the classroom**

Day/date : Tuesday/April, 6th 2010

Observation : VII

Class : Experimental class

NO	SUBJECT INDICATORS	ANSWER ALTERNATIVE	
		Yes	No
1	The teacher gives the interesting topics taken from their text book, and also Based on their syllabus.	√	
2	The teacher divides the students into small-groups that consist of three, four, or five members.	√	
3	The teacher asks each group to discuss and speak out the topic given among them.	√	
4	The teacher asks each group to present about what result they get from their small- group discussion in the front of the class	√	
5	The teacher finally evaluates the students' speaking skill after given treatment of small- group discussion	√	
	Total	5	

Known by the observer

GUSTINA S.Pd

Table 1V.8

**The observation of the use of small group discussion
In the classroom**

Day/date : Tuesday/April,13th 2010

Observation : VIII

Class : Experimental class

NO	SUBJECT INDICATORS	ANSWER ALTERNATIVE	
		Yes	No
1	The teacher gives the interesting topics taken from their text book, and also Based on their syllabus.	√	
2	The teacher divides the students into small-groups that consist of three, four, or five members.	√	
3	The teacher asks each group to discuss and speak out the topic given among them.	√	
4	The teacher asks each group to present about what result they get from their small- group discussion in the front of the class	√	
5	The teacher finally evaluates the students' speaking skill after given treatment of small- group discussion	√	
	Total	5	

Known by the observer

GUSTINA S.Pd

Based on eight times observation, it can be recapitulated as follows:

Table IV.9
The Observation Recapitulation of the Use Of Small Group Discussion Strategy
In Classroom

NO	SUBJECT INDICATORS	ANSWER ALTERNATIVE	
		Yes	No
1	The teacher gives the interesting topics taken from their text book, and also Based on their syllabus.	8	
2	The teacher divides the students into small-groups that consist of three, four, or five members.	8	
3	The teacher asks each group to discuss and speak out the topic given among them.	8	
4	The teacher asks each group to present about what result they get from their small- group discussion in the front of the class	8	
5	The teacher finally evaluates the students' speaking skill after given treatment of small- group discussion	8	
Total		40	
Percentage		100%	

Known by the observer

GUSTINA S.Pd

The table above shows that the result of observation of the use of small group discussion strategy in the classroom indicates the number of the answer yes “YES” is 80 and the answer “NO” is 0.

The following of percentage of the result of the observation “YES”

$$= \frac{80}{80} \times 100\% = 100\% \text{ and no } \frac{0}{80} \times 100\% = 0\%$$

From the table above , it can be seen that the researcher did small group discussion strategy in the experiment class. For all the indicators that were done by the researcher when she taught English.

B. Data from the Test

The data of this research were gotten from the score of the students’ pre-test and post-test. The data were collected through the following procedures:

1. Both classes were asked to answer some questions regarding with the topic they choose. In this case, the researcher (examiner) has prepared the question before the test, but in the process of test, the question can develop when the students cannot answer the questions, or the students can speak more about the topic. The questions are relevant with the condition/characteristics of the topic. The question and the answers were recorded by tape recorder.
2. The researcher evaluated sentence by sentence of the students’ answers. Then the researcher put the score for five speaking components that consists of pronunciation, grammatical, fluency and comprehension. It was done because speaking correct sentences researched by the researcher based on to the five components of speaking above.

The data of the students' score of the speaking test as the result of the research are presented in the following table:

Table IV.10
The students' score of the pre test in experimental class in term of
Using pronunciation, grammatical, vocabulary, fluency
And comprehension

STUDENT	Pronunciation	Grammar	Vocabulary	Fluency	comprehend	Total
STUDENT 1	9	9	7	6	7	38
STUDENT 2	12	14	13	10	12	61
STUDENT 3	9	9	9	6	7	40
STUDENT 4	9	9	9	8	8	43
STUDENT 5	8	7	7	7	7	36
STUDENT 6	7	7	6	6	7	33
STUDENT 7	6	7	5	6	6	30
STUDENT 8	6	7	6	6	6	31
STUDENT 9	7	8	8	7	6	36
STUDENT 10	11	9	9	8	8	45
STUDENT 11	6	7	5	6	6	30
STUDENT 12	8	8	7	6	8	37
STUDENT 13	7	8	8	6	6	35
STUDENT 14	11	11	11	10	11	54
STUDENT 15	8	8	8	8	7	39
STUDENT 16	9	9	9	8	9	44
STUDENT 17	9	9	9	8	8	43
STUDENT 18	6	6	6	6	6	30
STUDENT 19	14	14	14	11	11	64
STUDENT 20	7	7	6	6	6	32
STUDENT 21	9	9	9	9	9	45
STUDENT 22	7	7	6	6	6	32
STUDENT 23	12	12	12	9	10	55
STUDENT 24	9	10	8	6	6	39
STUDENT 25	10	10	10	9	9	48
STUDENT 26	7	9	8	8	9	41
STUDENT 27	6	7	5	6	6	30
STUDENT 28	14	14	14	11	11	64
STUDENT 29	7	7	6	7	7	34
STUDENT 30	13	12	14	12	13	64
STUDENT 31	12	13	13	10	10	58
STUDENT 32	13	13	13	12	13	64
STUDENT 33	10	10	9	8	8	45
STUDENT 34	9	8	8	7	7	39
Total	307	314	297	265	276	1459

Table IV.11
THE STUDENTS' SCORE OF THE PRE TEST IN CONTROL CLASS IN TERM OF
USING PRONOUNCIATION, GRAMMATICAL, VOCABULARY, FLUENCY
AND COMPREHENSION

STUDENT	Pronunciation	Grammar	Vocabulary	Fluency	comprehend	Total
STUDENT 1	7	6	5	6	6	30
STUDENT 2	9	9	7	8	8	41
STUDENT 3	9	7	6	7	7	36
STUDENT 4	8	7	7	9	9	40
STUDENT 5	9	9	8	8	8	42
STUDENT 6	10	10	10	10	10	50
STUDENT 7	11	11	12	11	11	56
STUDENT 8	9	8	8	10	10	45
STUDENT 9	12	10	10	10	10	52
STUDENT 10	13	13	12	13	13	64
STUDENT 11	13	12	13	13	13	64
STUDENT 12	9	9	8	8	8	42
STUDENT 13	10	9	8	8	8	43
STUDENT 14	8	6	5	6	6	31
STUDENT 15	14	12	14	13	11	64
STUDENT 16	9	9	8	8	8	42
STUDENT 17	9	9	8	7	9	42
STUDENT 18	6	6	6	6	6	30
STUDENT 19	7	6	6	6	6	31
STUDENT 20	12	11	11	11	11	56
STUDENT 21	6	6	6	6	6	30
STUDENT 22	7	7	6	6	6	32
STUDENT 23	8	7	7	6	7	35
STUDENT 24	10	10	9	9	10	48
STUDENT 25	10	9	8	8	8	43
STUDENT 26	6	6	6	6	6	30
STUDENT 27	9	8	8	8	9	42
STUDENT 28	12	11	11	10	10	54
STUDENT 29	7	7	6	6	7	33
STUDENT 30	8	8	7	7	8	38
STUDENT 31	11	12	12	9	9	53
STUDENT 32	9	9	8	7	7	40
STUDENT 33	11	9	12	11	11	54
STUDENT 34	12	12	11	11	11	57
STUDENT 35	13	13	12	10	11	59
STUDENT 36	6	6	6	6	6	30
STUDENT 37	7	6	6	6	6	31
STUDENT 38	7	7	6	6	6	32
STUDENT 39	6	6	6	6	6	30
Total	359	338	325	322	328	1672

Table IV.12
THE STUDENTS' SCORE OF THE POST TEST IN EXPERIMENTAL CLASS IN TERM
OF USING PRONOUNCIATION, GRAMMATICAL, VOCABULARY, FLUENCY
AND COMPREHENSION

STUDENT	Pronunciation	Grammar	Vocabulary	Fluency	comprehend	Total
STUDENT 1	9	10	10	9	12	50
STUDENT 2	14	16	17	13	15	75
STUDENT 3	10	11	10	9	11	51
STUDENT 4	10	12	12	9	10	53
STUDENT 5	9	10	11	9	12	51
STUDENT 6	8	9	8	9	9	43
STUDENT 7	8	9	9	9	9	44
STUDENT 8	8	8	8	8	8	40
STUDENT 9	8	9	8	9	9	43
STUDENT 10	14	17	17	11	14	73
STUDENT 11	8	8	8	8	8	40
STUDENT 12	10	12	11	9	9	51
STUDENT 13	14	16	15	13	13	71
STUDENT 14	16	17	15	13	14	75
STUDENT 15	10	12	13	11	12	58
STUDENT 16	15	15	15	12	14	71
STUDENT 17	10	11	11	10	11	53
STUDENT 18	8	8	8	8	8	40
STUDENT 19	17	17	17	12	15	78
STUDENT 20	14	15	15	13	13	70
STUDENT 21	14	15	16	12	12	69
STUDENT 22	8	8	8	8	8	40
STUDENT 23	12	13	14	11	13	63
STUDENT 24	11	12	10	10	10	53
STUDENT 25	15	16	15	13	14	73
STUDENT 26	14	16	17	14	14	75
STUDENT 27	8	8	8	8	8	40
STUDENT 28	15	16	17	12	13	73
STUDENT 29	8	8	9	8	8	41
STUDENT 30	14	16	17	14	14	75
STUDENT 31	14	15	15	12	14	70
STUDENT 32	14	16	17	14	14	75
STUDENT 33	12	16	16	15	16	75
STUDENT 34	11	11	10	10	10	52
Total	390	428	427	365	394	2004

Table IV.13
THE STUDENTS' SCORE OF THE POST TEST IN CONTROL CLASS IN TERM OF
USING PRONOUNCIATION, GRAMMATICAL, VOCABULARY, FLUENCY
AND COMPREHENSION

STUDENT	Pronunciation	Grammar	Vocabulary	Fluency	comprehend	Total
STUDENT 1	8	8	7	7	8	38
STUDENT 2	10	10	9	9	9	47
STUDENT 3	9	8	9	8	9	43
STUDENT 4	9	9	9	10	10	47
STUDENT 5	10	10	9	10	10	49
STUDENT 6	12	11	11	11	12	57
STUDENT 7	15	14	13	13	13	68
STUDENT 8	10	10	9	11	12	52
STUDENT 9	13	12	11	10	10	56
STUDENT 10	14	14	14	15	15	72
STUDENT 11	13	13	14	16	16	72
STUDENT 12	10	10	10	9	10	49
STUDENT 13	11	11	10	9	9	50
STUDENT 14	10	8	6	6	7	37
STUDENT 15	16	12	16	14	14	72
STUDENT 16	9	10	9	9	9	46
STUDENT 17	10	10	10	9	10	49
STUDENT 18	10	9	8	8	9	44
STUDENT 19	8	7	7	7	7	36
STUDENT 20	13	13	13	12	12	63
STUDENT 21	7	8	7	7	7	36
STUDENT 22	9	8	8	8	8	41
STUDENT 23	9	9	9	9	9	45
STUDENT 24	11	13	11	10	11	56
STUDENT 25	10	11	10	8	8	47
STUDENT 26	8	8	8	7	8	39
STUDENT 27	11	10	10	9	10	50
STUDENT 28	12	12	12	11	11	58
STUDENT 29	9	9	9	9	9	45
STUDENT 30	12	12	11	11	12	58
STUDENT 31	13	15	14	12	13	67
STUDENT 32	10	11	9	8	9	47
STUDENT 33	12	10	13	12	12	59
STUDENT 34	13	13	12	11	11	60
STUDENT 35	14	15	15	12	12	68
STUDENT 36	7	7	7	7	7	35
STUDENT 37	8	7	7	7	7	36
STUDENT 38	9	9	9	9	9	45
STUDENT 39	9	8	7	8	8	40
Total	413	404	392	378	392	1979

B. Data Analysis

1. Data from the Classroom Observation

In order to find out the data category of using Small group discussion, the researcher classifies them into following percentage below:

76% - 100% : Good

60% - 75% : Enough

0% - 59% : Less

(Arikunto, 2002)

To get percentage, the following formula is used:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of score

N = The Total of Score

(Hartono,2006)

To know the uses of Small group discussion in the classroom can be seen in the table below:

Table IV.14
Observation percentage recapitulation of using
Group learning activities

No	RESULT OF OBSERVATION	F	P
1	YES	40	100%
2	NO	0	0%
	TOTAL	40	100%

Based on the recapitulation above, the researcher can conclude that the use of Small group discussion in teaching and learning process in the experiment class can be categorized as “Good” with the percentage is 79,5%. Based on the statement, it shows that the researcher, also as a teacher in teaching English at the time had applied small group discussion in the experiment class. To strengthen this data, the researcher used a test to find out the statistically significant difference in using correct sentences in speaking English between the students taught by using small group discussion strategy and the students taught without using small group strategy.

2. Data From The Test

This data is about statistical result followed by discussion about the use of Small group discussion in students’ ability in using correct sentence in speaking English. To analyze the data, the researcher uses the following statistical formula to get mean score (M) and standard deviation (SD).

The result of the mean score of each class was done by using the following formula:

$$M_x = \frac{\sum fx}{N} \text{ for experimental class}$$

$$M_y = \frac{\sum fy}{N} \text{ for control class}$$

While the formula of standard deviation as follows:

$$SD_x = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2} \text{ For experimental class}$$

$$SD_y = \sqrt{\frac{\sum fY^2}{N} - \left(\frac{\sum fY}{N}\right)^2} \text{ for control class}$$

The data analysis of the students for experiment and control class can be seen below:

1. The formula to find out the influence of Small Group Discussion Activities on Student's ability In Using Correct sentences in Speaking English is:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

2. Preparing table list to took the mean and Standard Deviation of Experiment and control class

Table IV.15
Calculation Table Of Experiment Class As Variable X

Score(x)	f	fx	fx²
78	1	78	6084
75	6	450	33750
73	3	219	15987
71	2	142	10082
70	2	140	9800
69	1	69	4761
63	1	63	3969
58	1	58	3364
53	3	159	8427
52	1	52	2704
51	3	153	7803
20	1	50	2500
44	1	44	1936
43	2	86	3698
41	1	41	1681
40	5	200	8000
Total	$N = 34$	$\sum fx = 2004$	$\sum fx^2 = 124546$

Table IV.16
Calculation Table Of Experiment Class As Variable X

Score(x)	f	fx	fx^2
72	3	216	15552
68	2	136	9248
67	1	67	4489
63	1	63	3969
60	1	60	3600
59	1	59	3481
58	2	116	6728
57	1	57	3249
56	2	112	6272
52	1	52	2704
50	2	100	5000
49	3	147	7203
47	4	188	8836
46	1	46	2116
45	3	135	6075
44	1	44	1936
43	1	43	1849
41	1	41	1681
40	1	40	1600
39	1	39	1521
38	1	38	1444
37	1	37	1369
36	3	108	3888
35	1	35	1225
	$N = 39$	$\sum fx = 1979$	$\sum fx^2 = 105035$
Total			

3. Calculation Mean and standard Deviation of experiment and control class based on table calculation of Experimental Class above, we find that

$$N = 34$$

$$\sum fx = 2004$$

$$\sum fx^2 = 124546$$

So, the Mean of Experiment class (\bar{x}) is :

$$M_x = \frac{\sum fx}{N} = \frac{2004}{34} = 58,9$$

The SD_x of Experiment Class (x) is:

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2} \\ &= \sqrt{\frac{124546}{34} - \left(\frac{2004}{34}\right)^2} \\ &= \sqrt{3663,118 - (58,941)^2} \\ &= \sqrt{3663,118 - 3474,041} \\ &= \sqrt{189,007} \end{aligned}$$

$$SD_x = 13,750$$

Based on the table calculation of Control Class above, we find that:

$$N = 39$$

$$\sum fx = 1979$$

$$\sum fx^2 = 105035$$

So, the Mean of control class (Y) is:

$$M_y = \frac{\sum fy}{N} = \frac{1979}{39} = 50,7$$

The SD_y of control class (Y) is:

$$\begin{aligned} SD_y &= \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy}{N}\right)^2} \\ &= \sqrt{\frac{105035}{39} - \left(\frac{1979}{39}\right)^2} \\ &= \sqrt{2693,205 - (50,743)^2} \\ &= \sqrt{2693,205 - 2574,852} \\ &= \sqrt{118,353} \end{aligned}$$

$$SD_y = 10,879$$

4. Calculation of t_0

$$\begin{aligned} t_0 &= \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}} \\ &= \frac{8,2}{\sqrt{\left(\frac{13,750}{\sqrt{33}}\right)^2 + \left(\frac{10,879}{\sqrt{38}}\right)^2}} \\ &= \frac{8,2}{\sqrt{\left(\frac{13,750}{\sqrt{5,744}}\right)^2 + \left(\frac{10,879}{\sqrt{6,164}}\right)^2}} \end{aligned}$$

$$\begin{aligned}
&= \frac{8,2}{\sqrt{(2,394)^2 + (1,765)^2}} \\
&= \frac{8,2}{\sqrt{5,731 + 3,115}} \\
&= \frac{8,2}{\sqrt{8,846}} \\
&= \frac{8,2}{2,974}
\end{aligned}$$

$$t_0 = 2,757$$

5. Calculation of degree of freedom (df)

To get the level of 'df', the following formula is used:

$$df = (N_1 + N_2) - 2$$

$$= (34 + 39) - 2$$

$$= 73 - 2$$

$$df = 71$$

By complementing the data analysis above, it can be described that the coefficient of t-Test is 2, 75 and the degree of freedom is 71. Because of the degree are 71 where t-Table is not found 71, so the researcher took 70 that are near from 71. T-table at level 5% is 2, 00: while at level 1% is 2, 65

To prove whether there is statistically significant difference or not at the 5% grade of significance, or at the 1% grade of significance, the level of the Test is 2, 75 and t-Tale are compared with degree of freedom (df). So, it can be

analyzed that t is higher than t-Table both at 5% or 1%. It can be read that $(2,65 < 2,757 > 2,00)$.

Based on that score, the writer can conclude that the first hypothesis is rejected and it means there is a statistically significant difference in using correct sentences in speaking English between the students taught by using small group discussion and the students taught without using small group discussion.

TABLE IV.17

The Percentage of Mean and Standard Deviation

No	Experiment Class		Control Class	
	Pre Test	Post Test	Pre Test	Post Test
M	42,9	58,9	42,8	50,7
SD	11,011	13,750	10,820	10,879
	38%		19%	

From the table above, it can be seen that there is a difference of the Mean and standard deviation and the percentage between experiment and control class. Where, the percentage from the pre-test to post-test of experiment class increase 38%, while the percentage from the pre-test to post-test of control class increase 19%. It can be seen from the formula:

- a. Experiment class

$$\frac{58-42}{42} \times 100\% = \frac{16}{42} \times 100\% = 38\%$$

b. Control class

$$\frac{50-42}{42} \times 100\% = \frac{8}{42} \times 100\% = 19\%$$

3. Data about Component of speaking

Based on the formulation of the problem can be identifying that there is significant effect of small group discussion strategy. Based on the table about the result of the student's score in pre test and post test (see table IV.10 and table IV.12) we find that:

Students' pronunciation in pre test (P1)	= 307
Students' pronunciation in post test (P2)	= 390
Students' grammar in pre test (G1)	= 314
Students' grammar in post test (G2)	= 428
Students' vocabulary in pre test (V1)	= 297
Students' vocabulary in post test (V2)	= 427
Students' fluency in pre test (F1)	= 265
Students' fluency in post test (F2)	= 365
Students' comprehension in pre test (C1)	= 276
Students' comprehension in post test (C2)	= 394

The component is mostly influenced by small group discussion is :

$$\text{Pronunciation is} \quad = (P2 - P1) = 390 - 307 = 83$$

$$\text{Grammar is} \quad = (G2 - G1) = 428 - 314 = 114$$

Vocabulary is $= (V2 - V) = 427 - 297 = 130$

Fluency is $= (F2 - F) = 365 - 265 = 109$

Comprehension is $= (C2 - C1) = 394 - 276 = 118$

So, we can conclude that the component which is mostly influenced by small group discussion is “Vocabulary”

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having completed the analysis of the data in this research, the researcher concluded that:

1. Small- group discussion strategy strongly gives significant effect to improvement of the second year students' speaking skill for experimental class at Islamic Boarding School Daarun nahdah Thawalib bangkinang that can be seen as in the following research finding:

The nul hypothesis is rejected because t is higher than t table both at 5% or 1% . it can be concluded that $(2,65 < 2,757 > 2,00)$.

2. The component is mostly influence the student's speaking skill of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang in the Small-Group Discussion strategy application is " Vocabulary"

B. Suggestion

Dealing with the conclusion of this research, some suggestion can be given as follows:

- a. The researcher as English teacher should continue using small group discussion strategy in teaching speaking.
- b. The other researchers conducting researches related to small group discussion strategy can use this research finding as relevant research

- c. The English teacher having the same situation and condition as the researcher's can use this technique in teaching.

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CURRICULUM VITAE



SUKMAWATI, lahir pada tanggal 31 januari 1987 di Pekanbaru Provinsi Riau dari pasangan suami istri Usup dan Nailil Amani S.Ag merupakan anak pertama dari enam bersaudara. Pendidikan formal 1993-1999 SD Negeri 011 sukajadi Kec. Tampan Pekanbaru - Riau, dan meneruskan pendidikan di pondok pesantren Daarun Nahdhah Thawalib Bangkinang 1999-2003 MTS, dan 2003-2006 MAN 2 Model Pekanbaru, pada tahun 2006 meneruskan pendidikan ke jenjang perguruan tinggi di Universitas Islam Negeri Sultan Syarif Kasim Riau-Pekanbaru pada fakultas Tarbiyah dan Keguruan dengan jurusan Pendidikan Bahasa Inggris (PBI) Strata Satu (S1).

Pada tahun 2010 telah dapat menyelesaikan tugas akhir untuk mendapatkan Gelar Sarjana Pendidikan (S.Pd) dengan judul karya ilmiah ” *The Effect of Small- Group Discussion Strategy In Improving The Second Year Students’ Speaking Skill of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang*”